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# JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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# JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR DECEMBER 8, 1930

EDITORIALS:—
Education Is Statesmanship 467
Heroes in Modern Education 467
University of Florida 468
The Late B. S. Warner 468
Harvard in the Nation 468

FAMOUS SCHOOL BOARD MEMBERS 469
By Albert E. Winship

THE INFINITE IMMENSITY (Poem) 469

BELDING'S PAGE 470
Below College Reach 470
Dr. Drury's "S. P. G. C." 470
Beauty Culture 470

PROGRESSIVE CLASSROOMS 471
By A. L. Safford

DEVELOPING CREATIVE POWER 473
By William O. Forman

INDIVIDUAL EDUCATION IN CHICAGO 475
By James E. McDade

ARE THESE YOUR PROBLEMS? 480

WORKING OUTSIDE SCHOOL HOURS 481
By Arthur Dean

EQUIPMENT NEWS 482

THEY SAY 483

CHARACTER CHATS 484
By Joseph B. Egan
The Hammers of Sung Li—I 484
The Hammers of Sung Li—II 484
The Hammers of Sung Li—III 484
The Sacred Pool 485
Circumstantial Evidence 485

A MEDITATION ON BEAUTY (Poem) 485

THE BOOK TABLE 486

EDUCATION IN ACTION 487

GRINS BETWEEN GRINDS 490

BOIL IT DOWN (Poem) 491
By Joe Lincoln

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# *Editorials*

## Education Is Statesmanship

JOHN HAYS HAMMOND, one of the wise men of today, says that statesmanship is a matter of business rather than politics.

There are good reasons to think there is little or no statesmanship in politics here or anywhere, but this is no proof that there is statesmanship in business.

Statesmanship is thinking of the good of the state tomorrow, and neither the politician nor the financier of today is demonstrating unswerving devotion to the good of the state tomorrow.

Modern education, so far as it makes education serve the community and makes the community serve education, is demonstrating statesmanship.

There is no statesmanship in the imitation of the community of any time in the past, and there is no statesmanship in thinking of public sentiment of today.

The child grows more physically, mentally and socially in every month of the first year than in any year after maturity, but no human being is ever as incapable of being useful as when its growth is greatest.

The new-born babe has all the possibilities of its inheritance, good and bad, but it can make slight use of its good inheritance until it attains physical, mental, and social self-control.

Statesmanship appreciates community inheritance, but the business of statesmanship is to help the community live up to its best inheritance.

The glory of modern education, as I know it today, is the tendency to have the youth of the communities of today make the best of their best inheritance for the advantage of the community of tomorrow. That is statesmanship.

## Heroes in Modern Education

WITHOUT assuming to "evaluate" the permanent glory of the new educational leadership there are four interesting champions of liberation in modern thought in education.

Arthur Ernest Morgan, Antioch College, Yellow Springs, Ohio, was really the first notable and

noble hero in making it possible to earn and learn in college, and the success of his demonstration is no longer problematical, but its range is distinctly limited.

Glenn Frank at the University of Wisconsin started the attempt to liberate a group of college students from traditional academic life. For some reason this movement has lost public interest, but it was a famous original departure from conventionality in college student life.

Five years ago Hamilton Holt at Rollins College, Winter Park, Florida, attempted to free an entire college faculty and student body from the ruts of the college recitation and lecture system. The first class was graduated last June, and he seeks a trial by jury, as it were, to discover the success of the four years of demonstration of efficiency, and their verdict will be awaited with interest.

Now Robert Maynard Hutchins, Chicago University, starts his second year of presidency with a freedom from traditional limitation which makes the Glenn Frank and Hamilton Holt ideals look quite amateurish. Of course this last adventure is too pre-natal to have present significance.

David Snedden of Teachers College goes deeper and farther than Arthur E. Morgan, Glenn Frank, Hamilton Holt, or Robert Maynard Hutchins. He universalizes his liberation, and affects all children and youth in high school, college and university. His ranking of the Iliad and other ancient and English classics is more ferocious than that of any of his predecessors, and he would affect all professions and vocations nationally and internationally.

One thing is certain, these five famous heroes in education make it as impossible for any institution to be calmly traditional as for any one to be up-to-date in speed or power without electric motors. We may measure the power of Zeppelin's motor by horse-power, but we cannot use horses as the measure of horse-power in anything.

Colleges may give Bachelor and Graduate degrees, but they cannot represent recitation or lecture hours much longer. The measure of an airplane and aviator is measured by speed, altitude, and safety in landing.

College and university efficiency is measured by what is done with education beyond college, rather than in college. It will not for long be a theory in education but education in action that will be required from primary school to graduate achievement.

## University of Florida

THE leadership of John J. Tigert as president of the University of Florida is without a parallel so far as I know. "By their fruits ye shall know them," applies to a university especially.

Despite the cruel tragedy of floods, hurricanes, fruit pests, and real estate collapses, the Legislature has given the University the largest and best stadium at public expense for the size of the university in the United States this year. It has a seating capacity of 22,000, with a beauty of setting unsurpassed anywhere.

At the recent dedication of the stadium there was a capacity crowd from every city and county in the state. Nowhere is there a more unanimous and universal appreciation of all citizens of a state in a university than in Florida and its state university.

Nowhere has the personality of a president been a greater asset in the same length of time, in an institution of its size, than has been demonstrated in the case of John J. Tigert of Gainesville.

Last winter there were three students of the University in the Legislature, each a recognized leader. This is characteristic of the inspiring personality of the president.

## The Late B. S. Warner

THE passing of Bartley Schurter Warner, Western manager of the J. C. Winston Company, with headquarters in Chicago, removes from the profession one of its best known and appreciated comrades. He established his professional reputation as principal of Blairstown, New Jersey.

Before Mr. Warner became Western manager of the John C. Winston Company, 1919, he had been associated with Silver, Burdett and Company and Newson and Company.

He was a man with an attractive, loyal, and devoted personality.

Mr. Warner died in Seattle, October 13, at the age of sixty-three.

Mrs. Warner and his children, Gray, Robert, and Edith, mourn his loss as do a vast number of business and professional associates.

The landslide election of November 4, 1930, eliminated more elective public school officials than have any three elections of the past. It was a terrific demonstration of politics in education.

## Harvard in the Nation

IN THE November election four Harvard graduates were elected Governors, three United States Senators, and sixteen Congressmen.

The territorial range was even more interesting. One was in Texas, one in Colorado, one in Wisconsin, three in Ohio, one in Illinois, three in New York, one in Connecticut, one in Rhode Island, one in Maine, two in New Hampshire, six in Massachusetts.

# *Famous School Board Members*

## James P. B. Duffy, Rochester, New York

By ALBERT E. WINSHIP

ROCHESER, N. Y., Herbert S. Weet superintendent, has been in the front rank in education among American cities for several years, and James P. B. Duffy has for twenty-five years been a wise counselor and ardent promoter of sanely progressive education.

Even before the advent of Superintendent Weet Rochester had superintendents and professional supervisors of high national reputation. No city of its size had any leadership comparable to that of Rochester, so that Herbert S. Weet inherited opportunity and responsibility in a city that established its reputation for electing and re-electing school board members with vision and the courage of their conviction.

At the time Mr. Duffy entered the school board Herbert S. Weet was principal at West High, which had opened that year. The population of the city was 162,608. Enrollments have increased from 28,482 to upwards of 70,000 pupils, and school expenditures have increased from $479,000 to nearly $8,400,000. The number of teachers has grown from 658 to approximately 2,500.

Mr. Weet says:—

"No person in public office has been more devoted and sincere in facing his responsibility than has Mr. Duffy. For three consecutive years Mr. Duffy, with the superintendent of buildings, left this office not later than 7 o'clock every morning, over a period of weeks, to make an inspection of public school buildings. These visits were begun in June and they continued during the vacation period each year until every school plant had been covered. Each of these trips cost Mr. Duffy two hours of his time each morning, before the opening hour of the Duffy-Powers Store.

"His attention to educational policies, and to everything for which the Board of Education is responsible, has been no less devoted.

"Few men whom I have known have equaled Mr. Duffy in the natural keenness and the effective training of his intellectual ability. He has a remarkably clear-sighted and far-sighted mind that works with a precision respected by all. Mr. Duffy is a graduate of the Harvard Law School, and his entire time was devoted to the practice of his profession until he assumed the heavy business responsibilities that he is now carrying on.

"His legal knowledge and training have meant much in facing specific problems, but his judicial attitude of mind toward everything has meant even more. He doesn't know the meaning of partisanship and sectional bias in the conduct of public affairs.

"An education for every child to the best ability of the public schools is with him a serious obligation, and such matters as race, or wealth, or section of the city in which the child may live are unimportant.

"I know of no man who is more impartially guided by the scientific attitude of mind that seeks out all the facts, intelligently analyzes them, and then squares his conduct with the outcome, than is the case with Mr. Duffy.

"No reference to this man would be adequate that did not include his unimpeachable character and his spiritual-mindedness. Never in his twenty-five years that I have known him thus intimately have I heard a word fall from his lips that the proudest of us would not be willing to have our own mothers hear."

---

## The Infinite Immensity

"Dad, how big is God?" a wee child asked;
"Is He as big as that hill?
Is He as big as the skies,
Or is He much bigger still?"

* * *

Dad's spirit was masked
With the wrinkles of age,
But it shone through his eyes
With a wisdom of light.
His lips were shut tight,
But he smiled them apart,
And he answered this phrase:
"As big as your heart!"

—National Humane Review.

# Belding's Page

## Below College Reach

JUNIOR high schools seemed at first, to many people, like the mere carrying down of high school ideas and practices into lower grades. Difficulties were expected, and indeed experienced, in discovering or training teachers for the new type of school.

Now that the junior high school is in full swing, educators realize that it is facing its problems and solving them with a freshness of vigor which could not have been anticipated. Instead of an imitation of the higher school, the junior high school is blazing new trails in the matching of schoolroom opportunities with pupil aptitudes.

The senior high school of today has hard work keeping pace with its younger companion. This may not be the fault of the senior high school. This institution is still terrifically cramped by college requirements. Witness the termination of experimental work in secondary schools of Teachers College, New York, upon advice of a committee of college heads who investigated and found the lid so tightly clamped down by college requirements, that the experiments were hopeless. Colleges are exceedingly conservative in their attitude toward preparatory work. There is a lack of flexibility and a refusal to accept equivalents which bars many well qualified students every year.

Nor does this comport at all well with the tendency of most colleges to liberalize their own offerings to undergraduates. It is very much as if the college addressed the pupil in secondary school with these words: "You must let us run your program in the years preceding college. Once you are in, we shall allow you plenty of leeway."

Individual bents and characteristics which are discovered in junior high school often disappear from sight as the boy or girl plods through the succeeding grades, whether toward a college goal or toward the end of formal schooling.

The paralysis of college determinism creeps over into other fields of high school study besides the strictly academic or preparatory. There is always a chance the pupil will change his mind and wish to enter college. That thought must always be present in the minds of those responsible for high school curricula. Moreover, the school is so occupied with meeting the test of college entry that it is apt to neglect the other phases of its work as something extraneous, falling outside its main responsibilities.

The junior high school, comparatively free from those incumbrances, can throw its energies into the task of discovering and developing the latent possibilities of the child. This it does with splendid pioneering zest.

## Dr. Drury's "S. P. G. C."

RATHER a frank statement was that of Dr. Samuel S. Drury, rector of St. Paul's School at Concord, N.H., regarding the non-fitness of at least one-fourth of his graduates for pursuit of a higher education. They have, in his opinion, neither the intellectual fibre nor the vocational urge essential to continuance as students in college.

Why do they go? For family reasons, mostly. Parents want them to attend college. Neighborhood and social standards demand the same thing. "Onward they go, but not upward," remarks Dr. Drury, sadly.

His suggestion of a "Society for the Prevention of Going to College" isn't half bad. Not only would many earnest schoolmasters join it—as Dr. Drury predicts—but a host of college presidents also. Parents in many cases might be willing to link up with the organization if they could do it secretly. And if young people were admitted, many of them would be on the front seats.

Of course schoolmasters have always had their moments of discouragement over the thick heads into which learning has to be driven. Dr. Drury may have been passing through one of those periods of depression. But the task today has become much more difficult because of the fact that college attendance has become a vogue, something which must be obeyed, in certain circles, like the other dictates of fashion. This works grave injustice to many boys and girls. It impedes the work of secondary schools and colleges alike.

---

## Beauty Culture

WHO says it is harder to get into a profession these days than in times past? It all depends on the profession you have in mind.

Take beauty culture, for example. This is a profession, in the view of an assistant attorney general of the State of Washington. He declares that beauty culture may not be taught under the vocational education statute, because it is not a trade, but a profession instead.

Live and learn. Learn and earn.

It may be no part of a trade school's job to make beauty specialists, but it is part of every school's job to cultivate beauty of mind and health and character in every individual girl and boy. Such beauty should be more than skin deep.

Anson W. Belding

*Associate Editor.*

# Progressive Classrooms

By A. L. SAFFORD

Superintendent, Reading, Massachusetts

*Held back in many instances by tradition, the processes of instruction are, on the whole, undergoing profound changes. More thought is given to the child and his natural aptitudes and needs. The gradually transforming scene is here pictured by a thoughtful observer who is also an active participant.*

OUR classroom procedures are determined, I suppose, by two main influences: by tradition and by the aim or objective of education. We would like to believe that our procedures constitute the most effective means of attaining our objectives. On the contrary it seems highly probable that a large part of our classroom procedure is the result of tradition. These procedures are the practices of past generations handed on by imitation and often only slowly modified by trial and error, and are loaded with practices that are useless.

Everybody seems to believe in education today. Money is spent lavishly upon it. Our institutions of learning are crowded and the agencies for the education of adults are increasing rapidly. It seems that some persons believe too much in education in the sense that they expect too much, and later blame the schools for failures to accomplish it. Some look upon education as a sort of magic and the school procedures as a species of incantations to bring miraculous results, like Aladdin's lamp.

Early forms of learning consisted of the memorizing of old tales or sagas and sacred scriptures. This doubtless kept alive certain traditions which was perhaps the objective of that kind of education. Is there not much of that element concealed in present educational practices? By memorizing and reciting certain formulas or reading something in a foreign language a magic transformation is supposed to take place. Careful scientific research reveals the futility of such incantations. There is doubtless something in *discipline* formal or informal that toughens the fibre but something besides main strength is needed —specific knowledge and training are essential to success in any complicated undertaking.

We are in the midst of a confusion of objectives of education. We are passing through a period of transition in education that seems likely to be more fundamental and more far-reaching in its consequences than the era inaugurated in the time of Henry Barnard and Horace Mann.

If we measure the results of our classroom procedure by *achievement-tests* and *satisfaction-tests* we discover to what a degree they are dominated by other objectives generally embodied in formal recitations and memorized subject-matter. The richer the creation the deeper the joy.

We now have a large amount of literature dealing with the theory of progressive education and a very small amount describing the classroom procedures to be set up to accomplish effectively its aims.

In most of the newer classroom procedures the pupil working instead of the teacher teaching is the outstanding characteristic. We have long been familiar with this form of class-procedure in manual training, in laboratory exercises, in drawing and music, and in athletic and physical education. The child-centred school in all its essentials has always been in operation in the procedures in athletics. The effort is now being made to introduce into classroom procedures in every subject the same principle of motivation and creative effort from within the pupil's own personality in place of the procedures based on compulsion imposed from without supported more or less by threats of flunking, sarcasm, bullying, and make-up classes after hours.

The new method is not necessarily soft—one does not call football soft. The old method is *soft* in case the pupil is not energized to strenuous effort, and few schools have been able to establish and maintain the reputation of the Boston Latin School for strenuous scholarship. The pupil working under his own energizing carries out the principles of the activity school and the project method. The function of the teacher in these two situations, the old type class and the progressive type, is necessarily somewhat different.

In the old type the subject matter of the curriculum is prescribed and presented in logical order and rationed out. If a pupil declines to eat, forced feeding is resorted to; if he fails to digest properly, various remedies are tried, often with poor success, but he receives the next ration just the same. Under the other plan the pupil's assignment is individualized. This at once makes possible several adjustments which the teacher can guide; first, it makes possible for the pupil to begin where he left off and to complete an assignment satisfactorily before he takes another.

This principle is the basis of several plans of reorganizing the curriculum, lesson assignments, and the classroom procedures. Morrison of Chicago University would have the curriculum made up of "mastery units" supplemented by appropriate materials for instructive purposes.

A professor from an American school of technology who taught young officers in France by the use of the Job Analysis Sheets said that never again would he teach unwilling students. The young men in his classes in France accomplished as much in a few months as his pupils in the school of technology accomplished in a year and a half.

Under the individual assignment plan no time limit is set for achieving the mastery unit, but the pupil cannot receive the next assignment until he has completed the last one. Consequently the members of the class are likely to become further and further apart as they progress. This difficulty may be greatly reduced by homogeneous grouping based on careful analysis of various characteristics or the pupils' abilities.

In order to fit the school to the child it is necessary to *know the child*. This introduces a whole new realm of school procedures in child-accounting, including, of course, the use of standardized tests of intelligence and diagnostic tests of achievement in the various fields of the pupils' activities. Besides tests involving understanding there must be a determination of attitudes of appreciation, emotional allegiances, and ethical idealism. There must also be a knowledge of the pupil's mastery of the technique of performance, his skill in doing things of various sorts.

At $100 each for a year's instruction (a median cost) the tuition of twenty pupils who have saved a year by suitable adjustment amounts to $2,000, which will pay the salary of a competent psychologist and guidance expert. In every 1,000 to 1,500 pupils there are sure to be twenty or more pupils who will require this service, and all the pupils in the system will be better adjusted, be happier and make better progress.

Moreover repeaters and very bright pupils who never have the opportunity to work up to the optimum of their abilities are permanently injured in their personality by lack of suitable adjustment of the school activities to the abilities of the individual child. Feelings of failure and inferiority are apt to possess the repeater and to blight initiative and ambition. Indolence and lazy habits are very apt to develop in the very bright child that learns so easily that he never has to extend himself to do the tasks graded to the average or slow child. Now that there is a testing procedure that enables the teacher to know all of the pertinent facts about the pupil, it becomes necessary for the teacher to examine her presentation of subject-matter and adapt it to the mental level or learning capacity of the particular pupil receiving instruction.

Individual assignment without time limit is the basal mechanism of fitting the instruction to the pupil. It allows freely of adjustment; of time or rate of learning; of simplification or amplification of details of presentation of the subject-matter; of how far the principle involved shall be developed, and how much opportunity for free-creative work shall be offered the pupils.

The general basis of homogeneous grouping is to bring together the pupils that will work together best. If we return to a football team again for an illustration you will grant that if the whole squad is divided into three teams, each team will be composed of those who work together best. DeCroly in Belgium has organized classes to carry on projects on a team basis, the abler ones taking the lead, and teaching the less able as apprentices or having them perform tasks requiring less skill. Intelligence and achievements quotients, teachers' ratings, work habits, social age, and several other factors enter into the determination of homogeneous grouping. Besides aiding the teacher in her task, homogeneous grouping of the class makes feasible teaching procedures other than the individual assignment. The teachers may give talks and demonstrations to the whole class and use special apparatus such as moving pictures, maps, and charts. Socialized recitation periods may be organized and small groups may be assigned to research and report to the class on special aspects of the general subject.

Most of the procedures deal with the development and integration of the personality of the individual. This is analogous to the training a football team by teaching each man individually to handle the ball, to tackle, and to punt or kick a goal, but never letting him play in a game. A later philosophy points out with startling significance that a part of a mechanism discloses its function when and only when it is making its contribution to the whole mechanism in action. The football player is significant only when he is doing his part in team work in action and his significance then is not personal, but merely as a factor in the functioning of the team as a whole. This is social integration as opposed to personal integration. In social integration the individual is always subordinate to the team as a whole. The interests of the team are supreme. This is a very important lesson which the school has too few opportunities to teach. Pupil participation in school government, club activities and many extra-curricula procedures of the school is necessary for teaching the practices and establishing the acceptances of social integration.

# Developing Creative Power

By WILLIAM O. FORMAN, A. M., Pd. M.

Principal, Lafayette Junior High School, Uniontown, Pennsylvania

*Recognition of creative effort along any and every line was inaugurated last spring in this Junior High School, with remarkable results. The program is thoroughly democratic; simple to operate; effective in discovering and stimulating latent powers; and a great help in pupil guidance.*

WHAT is a creative educational program in the junior high school? It is a program which not only gives every opportunity possible to *every* student for the release of creative power, but recognizes creative effort wherever it appears.

Does there exist a creative educational program in the junior high school? If it does, it is not recognized as such. It is probably true that some evidence of creative power occasionally appears. However, creative effort is largely incidental. The introduction of the laboratory side of school, such as the practical arts, has proved one of the most significant advances toward giving oppportunity for creative effort where the work does not consist of assigned tasks. But practical arts courses do not exist because of the creative outlet. Art, and occasionally music, gave some examples of creative power. Some examples of poetry can be found. A few highly selected groups of pupils under skilled leadership do not constitute a creative educational program. Creative educational programs are only incidental today, and do not include the program of the entire school.

Do we need a program of creative education today in the junior high school? It can be built on the fact that "man's inclination to pioneer, invent, take apart his surroundings—and even his inner life—and reshape them into the new is political and social progress. We boast of progress, but creative mindedness is neglected, stifled, and often treated as a symptom of disorder. If we are really concerned with progress and a more interesting world in which to live, liberate this creative mindedness." [1]

It has been said that creative power has been lost among adults. It is necessary to go to the children to see it.[2] There isn't much question but that creative power seldom appears among adults. It is quite true that somewhere along the educational trail creativeness ceases to appear. The critic would say that schools have inhibited this natural power. Let us hope the critic is right, for then responsibility can be fixed and steps taken to make the school the agency to release creative power.

The situation is far from hopeless. Rapidly is the junior high school beginning to assert itself in spite of adverse tendencies and influences. This new institution comes at the right level to make a program of creative education continuous from the lower grades, and to provide a natural outlet for youth who has found the upper grades closed by old traditional high school practices.

Many and varied are the types of creative educational procedures today. The range extends all the way from no program at all to one where art is alone recognized, through the fine arts, through the highly specialized and selected groups to one where opportunity is free and open to all students.

Some schools would make the opportunity for the release of creative power one based on a small, highly selective group. The danger in such a program is not in what is produced, but in putting the stamp of approval on such highly finished products as the *only* thing that is creative. But *every* object made from an inner impulse, no matter how insignificant or useless it may appear, is a creation. Thus the highly selective type automatically sets up the inhibiting forces among the large majority who are discouraged and eliminated at once. The plan is not democratic in that it descriminates in favor of a few gifted pupils who represent a small range. If creative power is to be re-evaluated in the junior high school, such creative power must show itself in variety and not in intensity.

In order that creative power may be free to continue to develop and express itself for all students, one fundamental idea must never be overlooked. The product must never be evaluated at the junior high school level. Yet this evaluation idea seems to be the first factor which operates whenever the junior high school attempts to give youth the opportunity of self-expression, such slaves have most critics become to the idea of achieving perfection at once. Here is the most inhibiting factor which is blocking the progress of creative education. Any program of creative education which provides outlets for only a few inhibits the release of creative power for the majority and should not be permitted to be called a program of creative education. It is under such restrictions that "the story of the leaders of the race is the story of

1. Rollo W. Brown: The Creative Spirit, Harper and Bros.
2. Hughes Mearns: "The Creative Spirit and Its Significance in Education." Progressive Education. April 26, pp. 97-106.

those who cultivated the creative spirit in spite of the schools."[3] Mostly by accident, and not by *guidance,* will the outlet for all creative power be given unless a program of creative education be so conceived that no student is denied an equal opportunity to pursue an urge to its ultimate conclusion. Not only must such a program include the fine arts, sciences, and social relationships, but in fact "all our adults ways of interacting call on the creative spirit."[4]

A creative educational program has been started in the Lafayette Junior High School of Uniontown, Pa. A preliminary study was made in the spring of 1930. Each student was told that the classes would keep a record of all things which were created by any student. By "created" was meant any object made from an inner impulse, no matter how insignificant or useless it might appear, was a creation. If the pupil planned for it himself, chose his own goal and methods of workmanship, used his own skill and imagination, and set up his own standards or reconstructed them from other sources, this process was self-activity, and the teacher recognized the result by giving a creative credit.[5]

During thirty consecutive school days 550 students contributed 1,236 different credits in fields related to mathematics, social sciences, sciences, English, health, food, clothing, shop practice, art, music, and social relationships. Each item was voluntary on the part of the pupil. Last year this preliminary program was a part of a vocational and educational guidance program of the school. It will continue to be a very important factor as such.

The present plan continues the idea of individual recognition. It differs from the other programs in that no student is selected or coerced into creating. Crude beginnings are recognized along with very fine contribution and *just as much* recognition is given for one as for the other. No product is given a rating, in order that the creative spirit may be constantly encouraged not in the direction of intensity, unless purposely so pursued by the pupil, but in the direction of variety. Thus, the chief purpose of the program is to lead out or draw out the creative power of every individual along any line of interest.

To what goals this creative power leads has not been determined because of the length of time required for such a study. Data is being collected to form the basis of such a study.

There are two outstanding features of such a program. First, it can be used in any school; and second, there is no added cost in the way of added equipment, teaching staff, etc. The fundamental idea back of creative education must be grasped by all teachers who must be in sympathy with such a program to see its possibilities. A subject-centred teacher will not encourage much creative education. The encouragement, sympathy, and understanding of one creation leads on to more creations, otherwise the urge dies. The product becomes the bond of understanding and inspiration between teacher and pupil.

The significance of the program lies in revealing to the teacher individual differences and individual interests of pupils. It serves as an excellent guidance factor to help set standards of attainment by tactfully pointing out places where improvement could take place. It broadens the interest of pupils who see the results of their classmates and who are led to explore a little further by such contact. It offers an opportunity for each student to interpret to the school not only his school life, but his total environment. Credit is given for things made outside the school. The activity is brought into the school for recognition and serves to tie up the school with outside interests.

Creative work is a reflection of the inner life of the child. He discovers himself through his work. His reservoirs of creativeness are inexhaustible. His life is realized and enriched by creativeness. When he is directed to do this or that from the outside, he is not increasing *his* power. He is active, but not self-active.[6] If the unhampered child is always self-active and creative, the failure to provide outlets and the absence of the creative spirit at the junior high school level are serious indictments against the public school today. The performance of assigned tasks as a substitute for the educative process must pass out of the picture and give way to educative forces within the individual child. These forces, desires, urges must find their outlet in a program of creative education fostered and encouraged by the junior high school.

3. Hughes Mearns op. cit.
4. Ibid.
5. Cf. Forman, W. O.: Creative Credit, The High School Teacher, November, 1930.
6. Ferm, Elizabeth B.: Creative Work at the Modern School, Progressive Education, April 29, pp. 141-9.

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America's true greatness lies not in her natural resources; not in her farm crops or her live stock; not in her great manufacturing industries; not in her towering skyscrapers or her network of concrete highways blanketing her hills and her valleys; but America's true greatness lies in her manner of training her millions of little children, who are going to determine the America that is to be. —G. E. Dille, Superintendent, Chillicothe, Mo.

# Individual Education in Chicago

By JAMES E. McDADE

Assistant Superintendent, Chicago

***Fitting instructions to individual pupils in the public schools of a great city is a large order. How Chicago is accomplishing this is here related by one who played a leading part in the solution of the problem.***

IT IS THE purpose of this article to describe briefly the origin and present status of the Chicago plan of individual education, which is widely in use in our city, and which has spread to many other places throughout the country and abroad. The plan has now developed a definite technique and a considerable body of printed material. Its special strength is its adaptability for use with the large classes which are almost the rule in city school systems, where other plans have ordinarily succeeded but indifferently.

The individual education movement had its origin largely in two influences that have modified the development of education in the last twenty years, both of them the outcome of objective measurement in the schools. When exact measurements of educational products came to be made, there became evident such an astonishing range and variety of differences that it was inevitable that attempts should be made to devise ways of adapting the instruction to these diversities. Many of the well-known plans of individual education which have been extensively adopted are the outgrowth of earnest attempts to devise an educational practice which would take account of this newly-discovered range in pupils' ability and learning speed. The tragic wastefulness of keeping pupils exactly together who are so enormously different became increasingly evident. "Breaking the lock-step" was a favorite phrase of Dr. Frederic Burk in his pioneer work in San Francisco, which has been so fertile in stimulus to the individual education movement throughout the world.

The Chicago plan was of independent origin, taking its inspiration from a somewhat different phase of the scientific movement in education. As a pupil of Francis W. Parker the writer acquired some appreciation of child activity as fundamental in school procedure. The scientific movement converged meanwhile to a similar behavioristic conception of education, not by intuition and sympathy, but through the sheer impossibility of measuring passive subjects. You had to get the child to do something before you could make measurements of anything but his weight and height. Child activity was exalted, and it was only a small further step to the idea that if the outcomes of education are discoverable only in things done by pupils, the procedures of education, which are to lead to the outcomes, must consist in affording opportunities favorable to the development of child activity.

In the Wentworth School in Chicago, of which the writer was principal during the period from 1917 to 1928, a radical attempt was made to put the active-pupil pedagogy into practice. The pupils were taken into partnership, and the learning job, as far as possible, was placed in their hands. There were two major obstacles, both of them seemingly insurmountable. As so often happens, it later became clear that these very difficulties forced on us the expedients which ultimately led to results successful beyond earlier anticipations. The first difficulty was that of organizing an activity program at all under such crowded conditions as we had to contend with in a large city school. It was necessary to experiment extensively with self-administering materials as the only possible way of meeting the situation. After repeated trials and failures we finally developed lessons of a new type. As far as possible we made use of materials which were concrete and manipulable, but not of the paper-and-pencil sort. It was found essential that these materials should be durable, and that they should be so constructed as to be repeatable, not only for the sake of economy, but in order that an individual's practice could be proportioned to his need. A piece of material could thus be used successively by large numbers of pupils.

The things found necessary in constructing units of work were that the pupil should be guided by them into genuine activities, and that these activities should be of a kind leading to desirable masteries and attitudes. It was found necessary to make pieces of work in a larger degree self-explanatory and self-administering than any previously available. We had even to elaborate a technique of unit-making for our own convenience. The result was a variety of usable work-units, subject to continual modification and improvement until they operated effectively. The children responded astonishingly to concrete manipulable materials. Interest ran beyond our most sanguine expectations. It became more and more evident that the old discursive or "talking-about" method of teaching was utterly wasteful and boresome as compared with the new pupil-directed activities. What seemed the insurmountable obstacle of large membership had forced us to devise a special type

of self-administering materials, and had led to the surprising discovery that here was no second-best way of doing things, but a method with unlooked-for values of its own. The substitution for the immediate personal supervision of the teacher of printed control matter allowing much freedom gave the pupils a manifest confidence and competence. The apparently insuperable obstacle had turned out to be the open door leading to a great advance. Because we did not enjoy the privilege of dealing with the small memberships of private progressive schools, we were driven to another method of developing the activity program, and we came to believe that it was a better method.

The second difficulty referred to as hampering us was that as part of a large city system we were not free to develop an activity program for its own sake, letting the curriculum fit in as best it might. We had a course of study to follow. If we were to work out such a program at all, it must be by formulating this course, or parts of it, in activity terms. The material we were devising consequently had to deal largely with the ordinary school subjects. At first sight this seemed as great a difficulty as the large memberships, but similarly worked out to our ultimate advantage. It was soon evident that a course of study formulated for active assimilation is not simply as interesting as diffuse free activities, but is actually far more absorbing. The course of study is not inherently repellent, and can become positively enthralling to children. It perhaps derives its added interest from the comprehensive interrelations of its parts, from its expanding and cumulative character, and from its being the natural basis and background for life in the school, thus giving the pupils daily opportunity for experiencing not only the joy of pure achievement, but the greater thrill of attaining a mastery that functions to make their daily life richer and more satisfying.

Thus the original intention was not at all to adapt the work to individual differences, but rather to develop an activity program workable with large classes and in conformity with the city course of study. It was only after the program of activity was worked out and began to operate that it became evident that what we were doing was really individual work. We worked for self-directed activity and when we had secured it we found that we had at the same time adapted the work to the individual.

The physical impossibility of immediate control and direction of such varied activities by the teacher gave us our next troublesome problem. The very volume of the material was an embarrassment. We were thus forced to make a second step, one quite as difficult as the devising of materials, namely, the development of a system for administering them, a routine for carrying on the work without confusion. The teacher had too much to do to manage such a forty-ring circus as a classroom with each pupil doing a different thing. It happened that we were already placing much of the management of school discipline and of the recitation work in the hands of the pupils, and it was natural that in trying to solve this new problem of non-recitation work we should take the hint from our earlier practice in other activities. Though the difficulties were many, the experiment was measurably successful from the beginning. The administrative functions to be exercised by the children were worked out and classified, and procedures were so elaborated and systematized that children could carry them on without undue loss of time from their work. Six processes, it was found, had to be cared for to insure smooth operation. For each of these six processes a definite procedure had to be evolved: (1) Getting the work-unit or material into the pupil's hands when he needs it. It soon became evident that to have each pupil go to the file for his own unit was wasteful and distracting. (2) Rating completed work which is of a nature to be collected and marked away from the worker's desk. Materials for this purpose had to be especially designed for easy and rapid marking with a key. (3) Providing for the performance of certain kinds of work under the supervision of a pupil official, who can certify that the task has been completed without assistance. Some pieces of work are obviously of such a character that the completed paper or construction alone is not evidence of ability to complete the job without help. Some one must see the pupil do it. (4) Returning pieces of material to the file when pupils have finished with them, so that they are available for the use of others. The more promptly and effectively this is done, the smaller the volume of material required for the use of the class. (5) Officially recording the completed work of pupils to their credit. (6) Notification to the teacher from any pupil that he is in need of assistance. This must be by a routine system that leaves her free to make the opportunity for giving the help when she can best spare the time.

To summarize, the method which has been found successful is to prepare the material so carefully that immediate direction by the teacher is unnecessary, and then to organize each class into a self-managed group, with trained pupil officers exercising the functions necessary for smooth operation.

The Chicago plan differs from other well-known systems in many ways, most strikingly perhaps in being completely pupil-managed. The teacher marks no papers, records no credits, and handles no material. She helps a pupil freely when he requests it, but otherwise is free from general supervision of the entire procedure. The material

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is prepared with extreme care, and includes a very great variety of learning devices. Each unit of work is in the form of a detached piece of material bearing all necessary pedagogical directions, which comes into a pupil's hands, is used by him, and is then returned to the file, ready to be taken out by other pupils, as books are taken out and returned in a circulating library. This is a very economical system, because only a small number of each unit are needed. One unit may consist of a set of names on cards, to be alphabetized; another may include a bar magnet with accessories and with a series of concrete problems in magnetism to be reported on; and another may be a cork-backed outline map of the United States, with name-tacks of the states which the pupil learns to place properly on it. A unit for mastering the addition combinations covers a small selected group of approximately equal difficulty, and includes a practice device by which the pupil can learn the combinations, and then test himself. The units in the various subjects are of the most varied character, but all of them, or their containers, are of uniform size, for convenience in filing. Each covers only one specific matter, and is short enough to be completed by normal pupils in a school period or less.

The brief detached units lend themselves to use as bricks with which to build the most varied curricular plans to fit individual needs. A criticism often made of some plans of individual instruction is that the only type of difference they recognize is learning speed, which is not by any means the most significant of differences. It is clear that this criticism is completely obviated by the plan of using short specific units for building diverse programs, and there is accomplished a desirable result which has been heretofore difficult to attain. The teacher can easily adjust the "learning load" to each pupil's ability. She may require of the slow pupil only units covering the rock-bottom essentials, while the rapid pupil is permitted to carry supplementary work far beyond the average quantity and difficulty level for the grade. The pupil who is strong in some subjects and deficient in others can carry a minimum program in the strong subjects and a heavy remedial program in his weak ones until the balance has been established.

There is another great advantage in the brief, lesson-length unit as compared with the long unit covering a considerable block of the subject, which is the type so extensively employed in most plans of individual instruction. Long units, checked only when completed, subject pupils to the danger of acquiring and fixing wrong habits and impressions. On the other hand, short units, checked immediately, guarantee that a pupil has mastered the earlier part of a subject before he attacks the later, and that wrong habits cannot become fixed.

Many educators hesitate to inform themselves concerning the details of individual instruction because of a belief that education should be largely social, and not entirely individual. This is a misapprehension. No advocate of individual learning proposes that social or class-group work should be abandoned. Individual instruction is only one of many techniques of education, and to build a satisfactory program it must be supplemented by various other forms of activity, largely social.

On assuming office two years ago Superintendent William J. Bogan took steps to enlist the interest of the whole educational force in the improvement of teaching throughout the system. Meetings and demonstrations were held, the universities co-operated by supplying lectures and directing experimental work in the schools. Promising work wherever found was given commendation and publicity. The individual education movement shared in the general awakening, and where previously scores of schools had been doing good work in this field, hundreds began to study the technique.

Individual instruction in some form is now being attempted by progressive schools everywhere, and the Chicago experiment seems to have demonstrated that even with the large memberships and other difficult conditions met with in congested city schools it is possible by use of the proper techniques to attain highly satisfactory results.

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Courage, faith, hope, kindness, gentleness; patience, perseverance; punctuality, regularity; accuracy, industry and application; honor, truth, integrity; sincerity and simplicity; love of work and pride in work well done; unselfish service, sympathy; self-control and self-reliance; duty and obedience; reverence for God, for others, and for all his lowly creatures.

These, the moral and spiritual values of life, are the fundamentals in education. They are the individual and national qualities of character which have made Americans great in the past; they are the qualities which are most needed in the citizenship of today; they are the hope of the future. We cannot return to the simple ways of our fathers, but it is still possible under a more complex social order to teach the truths of the past, and to inspire in the children of today these ideals without which the nation cannot fare well.

—Randall J. Condon.

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# *Are These Your Problems?*

THIS DEPARTMENT OF SCHOOL PROBLEMS

IS CONDUCTED BY A SCHOOL EXECUTIVE.

*392. Should a high school pupil who is failing in any regular subject be allowed to take drama, glee club, or other similar activities?* (New York.)

The common answer to that question is "No." Up to a few years ago the universal answer was "No, certainly not." Those were the days we were sure the regular scholastic subjects were best, yes, necessary for everybody, and such side issues as glee clubs, dramatics, etc., were rewards of virtue, doled out to those in high standing. Today we are not so sure on that line. Emotionalized attitudes are receiving much attention, and we find if a girl is allowed to sing in a glee club because she likes it and can really sing, her work in history which she hates sometimes comes up. Knowing she can succeed in drama gives her self-respect and courage to attack that arithmetic which is distasteful bone-labor under a teacher—well, "He's the world's worst," so the pupil says.

There is no flat rule which can answer this question. If a pupil is to profit by these activities, even if failing in required subjects, he should have them. It is another question on individual needs, the answer to be found in study of the individual pupil. Every pupil has a right to activities best for him, and attitudes and complexes are to be carefully studied before he is deprived of any avenue of expression.

*393. How much arithmetic should be taken in grades one and two?* (Idaho.)

This is a question of opinion. The consensus of opinion is no formal arithmetic in grade one, and there is a decided piling up of the same opinion for grade two, although it is coming more slowly. Many places begin formal arithmetic in grade two, a number in grade three, and we have people who would put off all formal arithmetic until grade seven.

A common situation is to have informal counting and number sense development as the occasion naturally occurs in grade one, and the easy combinations in grade two.

*394. What are some of the chief advantages of individualized education?* (Louisiana.)

Meeting individual strengths and weaknesses, following individual talents, arranging work according to individual pace and attendance, and lateral enrichment of the curriculum along various lines are some of the advantages cited for individualized education. To my way of thinking none ranks so high as meeting the individual talents of pupils. We make our greatest contributions to society through our greatest talents. Finding these early in life and developing them is most important, most important for society and the person himself. So much success and happiness is lost by the failure of mass education at this point. How many people never arrived because they have been forced along with the stream of humanity, moving away from rather than toward or with their natural talents, can never be guessed Progress and happiness for society and individuals depend upon the development of individual talents. Mass education can never do this. Individualized education is the answer.

*395. How much outside time do you think a superintendent has a right to take for teachers' meetings?* (Massachusetts.)

Most teachers are perfectly willing to give all the outside time necessary for meetings. What they object to is unnecessary meetings and meetings called for at times which seem to them to be inconsiderate. Taking the teachers into your confidence from an administrative point of view does much to remedy the latter objection. Unless teachers have a bird's-eye view, know something of the system as a whole with its goals, purposes and administrative problems they will naturally fail to get the necessity of fitting it to a big plan, and often feel that their welfare is not receiving proper consideration. Another thing teachers object to in meetings is the regular time, every week or every two weeks, whether there is anything of importance or not. If the regular need manifests itself, all right for the regular meeting; if not, then the teachers can use that time to better advantage and prefer meetings called when the need arises.

But you say: "You are talking about what teachers prefer, and my question was on superintendent's rights." Yes, I know, but you want successful meetings, and that means teachers' approval. If your teachers aren't with you, don't approve your time and methods, you might just as well stop having meetings; they won't amount to anything. Too many meetings aren't good for teachers, no matter how willing they are. How often a superintendent comes in on these meetings depends on how many principals and supervisors are calling meetings. It is well to remember that teachers themselves are having committee meetings and meetings of various professional kinds.

# Working Outside School Hours

By ARTHUR DEAN

An elaborate study has been made by a candidate for a Ph. D. degree of the effects of work on a pupil while attending school. The young philosopher reached the conclusion that young people who worked part time while attending high school or college did not do as well in their studies as those who spend full time in school.

He concludes with the recommendation: "Go to school all the time. Do not work outside of school hours unless you are forced to by economic necessity."

It took a lot of somebody's money to make this wonderful discovery that a boy who held down two jobs did not do as well in school as the boy who held down one job.

On the whole, it is self-evident conclusion and about as easy to arrive at as though the young investigator had discovered that a horse which drew two trucks on two roads at the same time did not do as well in running as a race horse on a track.

Here's to some philanthropist who will hand out money that a candidate for a Ph. D. degree may prove that a horse who draws only one load does a more valuable piece of service to society than the horse which merely exercises his legs around a track.

I am dumbfounded that any college should publish any such study. It is obvious that a boy can do better school work if he puts his whole time in school. But measured in terms of life, anyone ought to be able to see without writing a thesis — if he has half an eye for truth — **that a boy who works and also goes to school is getting both ends of life.**

A boy who works outside of school is learning how to earn money, learning how to meet people, learning how to adapt himself to life situations, and learning the applications of knowledge to real life.

All honor to boys and girls who work outside of school, whether they work because of economic necessity, for spending money, or for the sheer delight of work.

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# EQUIPMENT NEWS

## Pens and Penmanship

The A. N. Palmer Company occupies a dual position in its contacts with the school field.

First and foremost, the main business of this organization is the publication of the Palmer Method handwriting textbooks. This company offers, in addition to its complete series of books for the elementary grades, special handwriting books for advanced and high school classes, for public and private business schools, and a long list of supplementary material for teachers.

In its secondary capacity the Palmer organization offers a distinctive line of materials for use in connection with handwriting. The line consists of pens, penholders, watermarked writing paper, tablets, composition books and loose leaf fillers. A recent addition is a specially designed fountain pen for muscular movement handwriting.

This company has branches at New York, Chicago, Cedar Rapids, Portland (Oregon), and Dallas.

## Steel Shelves and Cabinets

The Fred Medart Manufacturing Company is helping to solve the book storage problems in library and classroom. The Medart line of steel shelving is especially adaptable where the library is growing, because additional units can be added as requirements increase. Each shelf is equipped with a back-stop bar. This back stop is adjustable both as to height and depth, so that books resting against back bar will be flush with front of shelf, making a neat and orderly appearance. Library shelving is furnished in dark green, gray, grained mahogany or grained walnut.

Steel cabinets for the storage of books in the classroom can be furnished in various sizes. The shelves are adjustable every two inches, making it possible to store the largest or smallest books. One of the outstanding features of these cabinets is the fact that no bolts are necessary for assembling. They can be shipped knocked down, thereby lowering the freight rate and cutting the cost down to a minimum. Paneled ends, corniced one-piece top and closed base form an all-over paneled piece of furniture, which can be had in dark green, white, grained mahogany or grained walnut to match the woodwork in the classroom.

Catalogs and detailed information may be obtained from Fred Medart Manufacturing Company, Potomac and DeKalb Streets, St. Louis, Missouri.

## World Maps

A. J. Nystrom and Company, well-known makers of educational maps, globes and charts, have added to their Whitbeck-Finch series of geography maps, a new sixty-five-inch wall map of the world on Van der Grinten's projection. To teachers acquainted with the famous Whitbeck-Finch series it will be recalled that the world map regularly accompanying these maps is on Mercator's projection. Now either projection is available. This optional feature should make an already popular series in greater demand than ever.

Most educators are acquainted with the outstanding Nystrom American Geographers series. Now, in addition to the regular world map on Van der Grinten's projection provided with that series, a new map has just been completed on Boggs eumorphic interrupted equal-area projection. This world map combines the desirable qualities of equal area and good shape. Three supplementary maps at the bottom of the main map show the world on Mercator, Mollweide, and Globular projections, respectively.

Always abreast of the times and in step with educational progress and needs, geography teachers will recognize in this new map addition, a continuation of the Nystrom organization's policy to give educators the most up-to-the-minute and effective teaching tools that scholarly endeavor and map-making skill can command.

## Stringed Instruments

The class teaching of stringed instruments has been given great impetus by a recently invented series of instruments known as the "Ette" family of strings. This group is headed by the Fiddle-ette, which is replacing the violin for class work in many progressive schools.

The other members of the family, the Viola-ette, Cello-ette, and Bass-ette,

W. M. Gamble, president of the Gamble Hinged Music Company, of Chicago, manufacturers and distributors of these novel instruments, states:—

"Schools in twenty-two states are now using the Fiddl-ette and its allied group for the teaching of beginners in string playing.

"With the 'Ette' instruments it is possible to produce music of a pleasant character from almost the very first lesson. This facilitates ear training and the development of technique."

## Tested Pencils

Eagle Pencil Company, New York, has taken all the guesswork out of testing lead pencils by removing the human equation entirely. Machines now tell with micrometric precision exactly what results the pencils will give under conditions duplicating those which obtain in actual service. For instance, many tests made every day show that Mikado pencils will make a line at least thirty-five miles long. This is established by letting the pencil trace a continuous line on a revolving cylinder, which measures the length of line produced by each fraction of an inch of lead.

The Eagle Company has another machine in which leads are placed, and the strength accurately tested, by registering the pressure needed to break small pieces from the end, as a pencil point breaks in sharpening.

The strength of the points of Eagle pencils after they are encased in the wood is tested by forcing the point of the pencil against a recording spring device, which tells the exact pressure exerted. In a recent catalog a number of these tests are illustrated and described. Address, Eagle Pencil Company, 703 East 13th Street, New York City.

## Save Walls and Floors

The upkeep of school floors subject to the grinding wear of scuffling feet is a problem which L. Sonneborn Sons, Inc. (New York), are meeting with two products now being widely used in schools and colleges. These materials are named Lapidolith and Lignophol.

Lapidolith is a liquid chemical concrete hardener, which goes deeply into the cement and welds the loose particles into a smooth, close-grained mass, which becomes granite-hard. It goes on like water, and hardens over night.

Lignophol, a penetrating preservative for wood floors, prevents splintering, checking, warping and rotting, by filling the interior cells and fibres with life-giving oils and gums. It supplies a toughening binder which greatly increases the tensile strength of wood, and enables it to resist wear for years. An excellent protector against dry heat and moisture.

The Sonneborn organization also specializes in Hydrocide Waterproofing for stone, brick and cement walls, and in paints for schoolrooms, halls and auditoriums.

Officers in charge of maintenance work are invited, without obligation, to consult the company's experts at any time.

# *They Say*

DR. JONATHAN RIGDON, president emeritus, Central Normal College, Danville, Indiana:—

"While part of the credit for speech improvement is due to the schools, I am inclined to think that the larger share of it must be attributed to the coming of the radio."

---

JOHN J. LYNCH, principal, West Street Junior High School, Holyoke, Mass.:—

"To be conscious as a teacher that a child has gained nothing in wisdom, character, understanding, or functional power at the close of a school day ought to be a matter of serious reflection, professionally, on the part of the respective teacher.

"Every day, in every system of education in America, should be one of inspiration, intellectual or practical growth, and functional power. No other measure of service and attainment should be permissible.

"To attain this ideal of service and to realize this consciousness of responsibility should be the goal of our profession."

---

ARTHUR DEAN:—

"In a very large way we adults have gone back to school—not to the little brick or wood schoolhouse, but rather to the radio, newspaper, magazine, club, extension correspondence, and movietone school."

---

ROYAL B. FARNUM:—

"Learning does not necessarily educate."

---

WILL DURANT:—

"You will never find half the thrill and joy driving a Rolls-Royce that you will get from guiding a baby carriage down the street."

---

SIR THOMAS LIPTON:—

"It is home surroundings that, to my mind, set a boy or girl on the road to success."

---

CHARLES M. SCHWAB:—

"Progress is born out of the pains of economic adjustment. The past twelve months are the first real test we have had of our new 'American prosperity,' by which I mean the basic factors underlying our higher standards of living, including mass production and distribution and high wages."

---

L. P. JACKS of Oxford:—

"Education is not an episode limited to the few years at school. It is a life-long process which yields its fruits only on condition that you never break it off, and that each stage in it grows naturally out of the stage that went before and leads as naturally to the stage that follows."

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# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## The Hammers of Sung Li—I

Sung Li, who never had enough rice to eat in his whole life, was the gold beater in the shop of the maker of lacquer boxes for the foreign trade.

Each morning the huge safe was opened, and the gold placed upon the scales, and each evening the black safe was opened again and the filmy pile of golden leaves placed once more on the scales. For thirty years there had never been the loss of so much as the dust on a moth's wing.

All day long Sung Li placed the gold between rice paper pads, and beat it softly, yet firmly, with his flat-headed hammer. The tap, tap and tap-a-tap-tap of the hammer beat a queer unearthly rhythm to which the other workers keyed their own tasks.

Ah Foo, the wealthy owner of the gold, could bend his head sideways and listen to the tap, tap of the hammer of Sung Li and tell to a box the size of the day's output. If Sung Li smiled as he worked, then the rhythm of the hammer increased its speed just a little, but if Sung Li frowned because of the hungry pain in his stomach, or the thoughts of little Yellow Blossom, who was also hungry, then the rhythm of the hammers slowed down, and the rhythm of the other workers slowed down also, so that fewer lacquer boxes were ready for sale at the day's end.

Ah Foo noted this strange connection, and figured it out in the Chinese equivalent of dollars and cents. He scratched his cheek carefully with the tip of his three-inch fingernail.

"When Sung Li is happy," he said to himself, "I gain just seven dollars a day, and when he is sad I lose fourteen."

Now Ah Foo was a very, very shrewd man. He knew that to increase the wages of Sung Li would only make him happy for a time, then he would grow sad again, because Ah Foo had noticed that no matter how much people have they are sad because they haven't just a little bit more, and besides, to increase the pay of Sung Li meant increasing the pay of every one else, and that meant losing the profit that sprang from the merry rhythm of the happy hammers. No wonder, then, that Ah Foo scratched his cheek and thought!

One day he slid back a little panel in the paper wall that separated his office from the workshop. His keen old eyes studied the long, black queue of Sung Li. At that moment a golden finch flew to the scarlet head of a thistle just beyond, and lifted up its beak, and sang a merry song of spring.

As the bird's clear, sweet notes poured forth the hammers of Sung Li timed themselves to it, beating faster and faster. Ah Foo smiled as he glanced about the shop. Never had he seen the fingers of his servants more nimble. That night four extra boxes graced the long sales table in the shop next door.

"It is evident," said Ah Foo, "that I cannot induce birds to sing from thistle heads. No man can do that."

Suddenly Ah Foo caught at his breast. He did that when he had an idea.

"For a few cents a day," he whispered to himself, "I can hire a beautiful singer to sing in the shop next door. If she lift her voice ever so gently and sing only songs of cheer I feel sure the happy hammers of Sung Li will accompany her."

This was indeed a crafty idea, worthy of a master such as Ah Foo. Before the dawn of another day the master of the gold was ready to try it out.

Sung Li paused for just a second as the sweet voice of the singer came to him, then, just as Ah Foo expected, his happy hammers swung into rhythm and raced away into a dreamland of perfect joy.

(To be continued.)

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## The Hammers of Sung Li—II

For a week this went on, then one morning the hammers of Sung Li slowed down. Ah Foo wondered, then he slipped back the panel again. As he watched he saw the head of his faithful gold beater turning, like a sunflower to the sun, in the direction of the golden voice. Slower and slower went the hammers, more broken their rhythm until, at last, the shop became a silent place. In the silence Sung Li tip-toed to the paper wall that separated him from the singer beyond. Very cautiously he tore a hole in the thin partition, and peeped through.

The next day no song rose from the shop beyond. Once more the hammers of Sung Li beat out the monotonous rhythm of the weeks before. It was a sad rhythm that cost Ah Foo at least fifteen dollars a day. He sighed. "The mind of man," he said, "is a queer workshop, full of sunshine and shadows, full of laughter and groans. Behold what I have done in my greed. Into the mind of Sung Li, on the wings of song, I have thrust the face of a sweet singer, and now he is happy no more, and my work suffers."

Ah Foo was a man who never admitted failure. That is why he became Ah Foo, the wealthy maker of lacquer boxes.

Day and night he studied the case of Sung Li. As he puzzled one day a shaft of sunlight poured in through a round hole in his paper wall, and slanted down in a long, golden pencil, to rest on a dust-covered roll of manuscript.

Ah Foo was surprised. He was also very superstitious. Something in the way the light fell prompted him to take down the roll and examine it. Within, beautifully written in Chinese characters, he found a poem of Li Po:—

"Beautiful are the pointed bamboo leaves
With the dew on them:
—And a spider's web
Seining the morning hour
Of its glittering pearls."

Ah Foo smiled, then he scratched his cheek.

"Sung Li!" he called through the open panel. "Cease the beat of your hammers a moment and come here."

Sung Li wondered. Never before had he been summoned into the presence of the master.

"Sung Li," said Ah Foo, "Li Po speaks to you. Li Po, the greatest of all poets. He says:—

"'Beautiful are the pointed bamboo leaves
With the dew on them:
—And a spider's web
Seining the morning hour
Of its glittering pearls.'"

(To Be Continued.)

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## The Hammers of Sung Li—III

A smile of deep enjoyment wrinkled the face of Sung Li. His lips moved as he silently caught the rhythm of the poet's words. At last he bowed low, and backed out of the master's presence. Who could tell what thoughts ran through his head? No one shall ever know, for Sung Li rarely opened his mouth to speak.

Ah Foo, however, smiled all through the long afternoon. A queer, quaint melody throbbed through the happy hammers of Sung Li. The rhythm in the throbbing was that of the poem of Li Po said over and over and over by the hammers of the gold beater.

That night four extra lacquer boxes, beautifully finished, graced the long table of the shop next door.

Ah Foo called Sung Li to him early the following morning.

"My friend," he said (He had never

called his beater of goldleaf 'friend' before.), "out of my iron safe I give you the gold that you beat into splendid leaf. It is not enough. I shall give you also, each morning, some nugget of golden thought. It is for your mind to beat upon, transforming it into something beautiful to have within the soul. To your hands I give, therefore, this golden bar, but to your spirit I give once more the golden words of Li Po."

We come again to the side of Sung Li after many years. He still stands on his little wooden stool, beating his gold. There is joy in the rhythm of his happy hammers. It is the joy that pours forth from a spirit rich in remembered things.

## The Sacred Pool

Many kindly things are hidden away for man's discovery and use. For thousands of years malaria drove people from the low lands of South America. The simple natives blamed the fogs for the disease, or thought that it came from the ill-temper of some displeased god. All the time the real bearer of the malaria germ buzzed about their heads on the frail wings of a mosquito. There was one place, however, to which these simple people turned for assistance. This place was a pool of water, green-scummed and dark looking, that surrounded the roots of a giant tree. A drink of this dark water stopped the fever as though by magic, and those fortunate enough to make their way to it returned in health to spread the good word of its magic powers. Of course the pool was looked on as a sacred place, guarded by a kindly deity who wished to mend human bodies and drive off the terrible fevers that afflicted them.

This sounds like a fairy story, but it is true, every word of it. We know, now, that the huge tree was one of those kindly creatures from whose bark is made the magical quinine that our doctors so often use. We know, too, that the water about the roots of this tree became charged with the healing power of the quinine in the roots. Dark and bitter as it was, it held suspended the one healing substance that has the power to destroy malaria germs in human blood.

## Circumstantial Evidence

Mrs. Borden was worried. Jim had begun playing with the Odley boys. "Those four boys have not had a fair chance in the world," she said. "They have been brought up in a rough home where the father drinks. You must be kind to them and help them in any way you can, but I forbid you to go off with them alone." "Can I play ball with them?" asked Jim. "Certainly!" answered his mother. "I don't want you to shun them, but I do want you to know that they will surely lead you into trouble if you follow them in any of their wild pranks." Jim listened to his mother, but even as he listened his thoughts were on the bonfire that the Odley boys and he were planning for that very evening. After supper Jim slipped away and ran down to the tracks where the fire was to be started. The Odley boys were there ahead of him. Tar barrels, old wooden ties, fence boards, all went into the fire. When the flames were at their highest Ed Odley got up. "Just wait till I come back," he said. "I know where there's something good." Jim did not like the laugh that went around, but he waited with the rest. In less than a half-hour Ed was back. His arms were loaded with eatables of all kinds. Mince pies and doughnuts and cream-frosted cakes. "Pitch in!" he cried triumphantly. "Where these came from there's plenty more." Jim remembered his mother's words, but the others laughed at him when he said he wasn't hungry. "Go on and eat," yelled Ed Odley. "What are you scared of?" "I don't want to eat," said Jim. "Then I'll make you!" cried Ed. As he spoke he rubbed a piece of pie onto Jim's mouth. At that very instant two dark forms rushed forward and seized Ed and Jim. The other boys scampered away in the dark.

## A Meditation On Beauty

Beauty shines in the face
Of one who thinks but lovely thoughts,
Or walks forth with a willing step--
To meet the opportunities presented
By today.

Beauty springs from the heart
Of one who smiles and keeps on smiling,
Or has a word of kindness—else
No word at all to say of you, tomorrow
Or today.

Beauty dwells in the Soul
Of one, who knowing grief can own it all alone,
And let Eternal God encompass him about;
Teach him that Beauty will ever be his heritage
After today.

Beauty has been sung by bards—
Since man first saw the glory of God's world—
And lifted face and heart and Soul to Him
With more than pagan adoration.
Today—
Art must be beauty, and it is
If but the beautiful is the best.
That is your task and mine
Today.

—Anonymous.


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# The BOOK TABLE

SOLID GEOMETRY. By F. Eugene Seymour, New York State Department of Education. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This treatment of Solid Geometry is an earnest attempt to magnify the spirit of the National Committee on Mathematical Requirements. The only way to save Plane or Solid Geometry as a universal high school study was to give them a new birth, as the National Committee on Mathematical Requirements has tried to do.

Tradition in mathematics was so unyielding that it was early and fiercely eliminated in some states, which reacted upon some colleges. It required intelligent devotion to the promotion of the spatial imagination of the student to such an extent and in such a way that he would have a knowledge of spatial relations and skill in the use of this knowledge.

Mr. Seymour's treatment of Solid Geometry aims to develop facility in visualizing spatial relations to such an extent that problems in mensuration are a real true-to-life affair.

---

HUMAN CHILDREN. By Paul Eiffer. With thirty-two Portrait Studies After Original Photographs by Hedda Walther. Translated by Frederick H. Martens. 18 East 48th Street, New York: The Viking Press.

It is useless to think of giving the faintest suggestion of the genius of the author. There has been nothing to compare to this lovely revelation of thirty-two carefree, physically ideal creations of child life, as an ardent literary artist throws the characteristics of these personalities of children on the pages as an accompaniment of the portraits.

One thing can safely be said. There have never been seen in any book thirty-two as wonderfully beautiful portrait studies of children representing as many attitudes and human characteristics as by these full-page studies of these original photographs.

---

THOSE IN THE DARK SILENCE. The Deaf-Blind in North America. A Record of Today. By Corinne Rocheleau and Rebecca Mack, University of Cincinnati. Cloth. Illustrated. Washington, D. C.: Published by the Volta Bureau.

American education was created almost a hundred years ago by Horace Mann, because a hundred years ago he was the legislative creator of a School for the Blind and a School for the Deaf. There had been public schools of various grades of civic and social needs, but there had been no education that was American in its scope, but the Massachusetts legislature used public tax-money for the creation of schools that should "open the eyes of the blind and unstop the ears of the deaf" at the suggestion and inspiration of Samuel G. Howe.

The fact that those who needed such opportunities could come from anywhere and receive its glorious service led to the creation in 1837 and thereafter of American schools for education in every state in the Union.

"Those in Dark Silence" is the first adequate study of the present condition of those who are both blind and deaf. It is intensely interesting and nobly informing. It should be a handbook for every person who cares to know of the success of those thus affected.

---

THE BEST BIRD STORIES I KNOW. By John Clair Minot. Illustrated by Charles Livingston Ball and Harold Cue. Cloth. Boston: W. A. Wilde Company.

This is a fascinating book for children, youths and their parents who love animal life, wild or domestic, or who should learn to love life that is the cleanest, the most radiantly beautiful, and the most artistically vocal of all God's creatures.

We have always loved birds, and have been highly appreciative of the friendship of those who know birds and worship their beauty and their songs.

We have never seen any book about birds that has interested us as much as "The Best Bird Stories I Know," firstly because I have unbounded confidence in the judgment of John Clair Minot, after whom I always read expectantly.

---

THE CHALLENGE OF THE FORUM. The Story of Ford Hall and the Open Forum Movement. A Demonstration of Adult Education. By Ruben L. Lurie, with Foreword by George W. Coleman. Boston: Richard G. Badger, Publisher.

Ford Hall is one of America's important socio-civio creations of the century. There has been nothing comparable to it in mission or message.

Ford Hall was socially and traditionally defiant from the start, and it has kept the pace with geometrical increase.

Nothing could have saved the Open Forum or its creator from ostracism by all conventionalists but its brilliant success.

Yorktown made the Boston Tea Party respectable, and a million enthusiasts girdling the earth have made it safe for the Open Forum to say things which would unfrock a man who had said them in the pulpit.

Ford Hall has never attempted to do the terrible things that it dared to hint might well be done.

We have known George Coleman more intimately since the day he graduated from the English High School of Boston than has any other person now living. There was nothing in his theology or sociology in those early days that gave promise of heterodoxy.

Every adventure out of traditional ruts and every philosophic tank that crushed a barb-wire limitation of freedom has been in the interest of humanity, and has never resulted from love of mischief or sentimental malice.

George Coleman is a socialized Mussolini, and the Open Forum is the resultant creation.

---

THE PSYCHOLOGY OF THE COMMON BRANCHES. With Abstracts of the Source Material. By William Henry Pyle. Cloth. Baltimore: Warwick and York, Inc.

Detroit is one of the great creations of education of children and youth of today for the life and service of tomorrow.

Detroit Teachers College has an exceptional influence in the creation of teachers who meet new conditions heroically, skillfully and artistically.

The spirit of Detroit Teachers College places emphasis upon creating better teachers rather than merely promoting better teaching.

Professor Pyle is one of the most attractive, discriminating and vitalizing writers on education, professional and practical, that has been developed in this decade.

He can warn against foolish practices without a terrifying cyclonic outburst.

Here are samples of the masterful discrimination of Professor Pyle:—

"Some of the world's best and greatest men have not written books. The two wisest men of all times, Socrates and Jesus, wrote no books. Fortunately, however, we get their teachings through the writings of others."

"The great books are few because the great men are few. . . . Emerson and Lincoln stand out as the foremost of all Americans; Shakespeare, Socrates and Jesus as the foremost of all time. By all means let us study men. Indeed, if we do not study men we shall study books to little purpose. . . . We can go to our book shelves and command the wisdom of all the ages."

# EDUCATION IN ACTION

## Wide Changes Are Seen in Future Schools

### Training From Infancy, Longer Terms, Better Teachers, Higher Social Standing and Higher Pay Among Forecasts

America's schools of the future will extend their recruiting grounds into the "earlier years of infancy," will keep their doors open longer, will equalize educational opportunities throughout the country, and will lift the teaching profession to higher levels of efficiency and recognition. This prediction is made in the latest research report of the National Education Association.

After outlining the past service of education and its present day-by-day contribution to American life and progress, the report, in reply to the question, "What of the Future?", declares that "all indications point to the increased development" of educational opportunities and facilities.

"The importance of pre-school laboratories and nursery schools is constantly receiving attention," the report says. "Psychological investigations show that the first six years of the child's life are of great importance for educational purposes." For that reason the schools of the future will "reach down into these early years of infancy, co-operating with the home in establishing basic habits and emotional patterns which underlie a happy and useful life."

There will be tendencies in the future to keep school doors open longer than now. Many will be open for service all the year round, the report says. Gone will be the "discrimination against the rural child, which, through short terms, often forces him to attempt to accomplish eight years' work in six years or less."

Referring to the need for equalizing schooling opportunities for all of the nation's children, the report states:—

"That America offers an equal educational opportunity for all is one of the comfortable superstitions of the present age. The rural child, generally speaking, has a shorter school term, a less-trained teacher, an incomparably more meagre school equipment than the city child.

"The schools of tomorrow will be financed in such a way as to eradicate differences in opportunity. The accidents of birth and residence will not be permitted to handicap the life of a child from the start.

"This means that school revenues will be collected over larger units, and that these revenues will be apportioned to the local units so as to minimize or eliminate differences in educational opportunity."

Lifting the teaching profession to a new plane of recognition is seen as another task of the school of the future. The report predicts that teacher-training will become more scientific and selection standards more rigid. Salaries will be higher, and the profession will be made more attractive than it is now, through "greater social recognition, through greater security of tenure, through old-age retirement, through sabbatical leaves for travel and other forms of intellectual refreshment, and through the provision of clerks and machines to do routine work, so as to leave the teacher free to concentrate on the professional aspects of his calling."

### Sameness of Schools Criticised by Architect

In some states architectural service for schools is being taken over, either wholly or in part, by a department of the State Board of Education "to the detriment, not only of the architect, but more particularly of good architecture," a survey now in progress by the American Institute of Architects reveals. A summary of the data already in hand is made public by William J. Sayward, of Atlanta, a fellow of the institute, which plans to co-operate with those communities "most afflicted with standardized school buildings." Communities, it is declared, get little inspiration from the Federal government, the practice of which, except in buildings of large size, is said to be "at a dead level in architectural achievement." Systems in use in California and in Boston are, however, cited as effective examples of governmental school planning with the aid of architects.

### Name Girl Best Law Student

A national scholarship contest to determine the woman law student achieving the highest scholastic standing in the nation has been won by Miss Dorothy Slayton, student in St. John's Law School, New York, it was announced at the convention in Indianapolis of Iota Tau Tau, national sorority sponsoring the contest. Second rating was won by Miss Bernice Morris, of Southwestern University, Los Angeles, and third, by Miss Beatrice Gohan, of Benjamin Harrison Law School, Indianapolis.

### School of Peace Opened in Paris

The best way to insure lasting peace is to prepare against war, but with accurate and sound information about international politics, instead of armaments. That declaration was made recently by Paul Painleve, former War Minister and war-time Premier of France, speaking at the opening of the new "School of Peace" in Paris. The School of Peace was founded by L'Europe Nouvelle, a weekly magazine. It is described as "an educational centre for the study of foreign affairs and the current activities of the League of Nations." It has organized a two-year lecture course dealing with past and present problems in international relations, and offers "advanced instruction in political science, especially as prescribed by the Kellogg pact."

### Men Principals For Junior High Schools

Men are found to be more desirable than women in the management of junior high schools, and at present overwhelmingly outnumber the women in this position, a study by the Office of Education discloses. At present 86.8 per cent. of the principalships of the junior high schools are held by men. A tabulation reveals that 52.8 per cent. of the city school superintendents prefer a man for this job. Further information made available in reference to the study follows: The majority of men principals, 92.7 per cent., are married, while the majority of women principals, 93.1 per cent., are unmarried. Almost eighty per cent. of the superintendents reporting prefer married men for this position. In seeking the position of principalship, it was found that 30.5 per cent. of the principals found it desirable because of a higher salary. There were 25.6 per cent. who found in it promotion. The belief that it afforded more interesting work attracted twenty per cent., while 19.5 per cent. saw in it opportunity for leadership and administration.

### Hoover's School Open Until Winter

President Hoover's mountain school near his summer camp on the Rapidan will stay open until snow blocks the roads. Miss Christine Vest, the Ken-

tucky girl who was selected by the President last spring to teach the children of Dark Hollow and vicinity, is understood to have given complete satisfaction in the hard job assigned her. She has brought order out of the chaos of twenty-one pupils, ranging in ages from seven to eighteen. Classes are running smoothly, individual talents being developed. Facing the bleakness of old Double Top Mountain across the intervening valley, the neat little schoolhouse has been made as comfortable and cozy as possible. Bright sunshine streams in the many windows of the classroom and across "Teacher's" desk, which usually exhibits some small gifts from the mountain children—branch of bright-colored berries or late fall flowers.

## 20,000 Bands In U. S. Schools

Dr. Hollis E. Dann, director of musical education at New York University, who is to conduct the National High School Chorus in Detroit, February 20 to 24, believes that the youth of this country have opportunities to acquire sound musical education superior in many respects to those afforded children in any other nation. More than 400 students, selected from some 150 high schools throughout the United States, compose the chorus. These students are trained by their local instructors and rehearsed for one week as a choral group by Dr. Dann at the scene of the concert. "The slogan today is 'Music for every child, and every child for music,'" he said in discussing the opportunities of American youth. He estimates that there are 20,000 school bands in this country, 40,000 school orchestras, and 100,000 pupils in piano classes.

## Private Schools "Too Traditional"

What is wrong with the private school is that it "does not fit with democracy and with a democratic order, and cannot justify itself unless it makes a significant contribution to the particular group which it segregates," according to an article by George A. Boyce, research worker at Teachers College, and Dr. John R. Clark, head of the secondary school division of the Lincoln School, in the current issue of Progressive Education. Figures from a survey of 250 private schools are said to show curricula even more "traditional" than those in many public schools. The writers regret that the private school, with its opportunity to deal with children in small groups, and thereby determine experimentally specific educational techniques, has contributed "few, if any," objective studies in this wide field. Private boarding schools were shown to be meeting a distinct social need by virtue of being able to influence the life of their pupils twenty-four hours a day. In the frequent cases where the child's home is made harmful by parental incompatibility, or where sound development is interfered with by the mother's career or social activity, this service of the private school is said to be particularly valuable.

## Selling Newspapers Helps High School Boys

That high school boys can sell newspapers in their leisure time without prejudice to their health or their studies is the conclusion of a survey of seventy-eight cases in Philadelphia. The newsboys were less often absent and late, and were accountable for relatively fewer school failures than the general school population, though they did not furnish quite their quota to the honor roll. On the basis of these findings, the investigator, Charles W. Palmer, believes that newspaper selling was of direct character benefit to these boys, serving as a moral substitute for the "chores" in the old-fashioned home. It taught the boys the value of money, gave them the experience of contributing to family support, or of saving toward a college education.

## Panama Abandons Idea For Pan-American College

The idea of building a Pan-American University, proposed at the centennial of the first Pan-American Congress, held by Simon Bolivar in 1826, has been abandoned by the government of Panama for the time being. The government has returned to Peru, through the Peruvian Minister, the $26,000 which the latter country has contributed as its share of the initial endowment. Plans to establish Panama as a meeting place for the culture of the Americas may be carried out in a limited way by the establishment of a junior college in the Canal Zone, as recommended by educational experts from Columbia University, who made a survey of the school systems of Panama and the Canal Zone several months ago.

## Handicapped Children Require Special Classes

Three million children, more than ten per cent. of all those in the elementary schools of the United States, are suffering from defective sight, hearing, or speech, from mental retardation, emotional instability, or some other handicap, according to the survey just completed by the White House Conference on Child Health and Protection. And this does not include 6,000,000 malnourished and 625,000 more with weak hearts. If these children are to become useful citizens they must be given training in special classes, the report concludes. There are many cities of 10,000 population or more, however, in which no provision is made for any type of handicapped child whatever. Yet few investments of the taxpayers' money have yielded as large returns as the vocational rehabilitation of disabled adults, their earnings in the first year in one state alone having amounted, it is found, to five times the rehabilitation cost. Much more, the committee believes, can be done with children.

## Little Age Change Of College Freshmen

The popular theory that students are now entering college at an earlier age than in the past is not substantiated by the available facts, according to Dean Emil R. Riesen, of the University of Arizona. Although comprehensive figures have never been compiled, the trend in many institutions seems to indicate the freshmen are as old as, and in some cases older than, in college generations of the past. At Harvard, for instance, the average age of freshmen 100 years ago was sixteen years and three months. Fifty years later, in 1880, it had advanced to eighteen years and seven months, which is not far from today's figures, both at Harvard and at colleges in other parts of the country.

## Need Parents' Help To Keep Pupils Fit

Parental neglect of defective vision and hearing in children of school age was called "one of the primary troubles of the city's educational system" by Dr. William J. O'Shea, superintendent of schools in New York City. Dr. O'Shea urged co-operation with the

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present program to compel all children to submit a physician's certificate showing their physical condition on the first day of school. He said that teachers, realizing the defects of children, would tend to discount backward tendencies. He also spoke of the safety and first-aid program endorsed by the Board of Education, and declared that parents were largely to blame for the large number of accidents which occur after school hours, because they fail to advise their children where to play.

### School Heads Not Guilty

Ervin Stuart, principal of the Essex (Mass.) Junior High School, and Roy Keller, superintendent of schools of the town, were found not guilty of assault and battery on Raymond I. Muise, fourteen-year-old student at the school, by Judge Sumner D. York, in Gloucester court. The case grew out of punishment given by the defendants to young Muise some time ago. The incident set the town of Essex by the ears, and interest in the case, which occupied a day each week for several weeks, never waned. At the sessions of the court when the case was being heard, supporters of both sides, including men and women and young people, attended. On several of the days the junior high school was closed, so that the pupils took advantage and came to Gloucester for the hearing of the case. The hearings were marked by bitter clashes between counsels for the plaintiff and defendants.

### Standardize College Tests

Development of a new system of standardized tests for college students which may revolutionize methods of higher education has been undertaken by the American Council of Education. Working with a grant of $500,000 from the Rockefeller Foundation, the council plans to evolve a system which will make students' advancement in college dependent on actual achievements in learning, rather than in spending a certain time, such as semesters, in study. It is proposed to construct a graduated series of standard knowledge tests for every subject commonly studied in colleges. At present the fundamental basis is "hours of credit." Freshman Latin, for example, now counts six semester hours for a pupil who manages to attain the minimum requirements. Under the new system it might count twice as much in the way of credits for the good student as against the poor student. Under the present system each instructor in each college makes up and marks his own examintions. One instructor may give an easy test and mark it leniently. A person teaching the same subject in another college may give an extremely difficult test and mark it most severely. Under the proposed method the students in both colleges would get identical tests, graded exactly the same way.

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## GRINS BETWEEN GRINDS

### In a Bad Way

A darkey charged with chicken-stealing was brought into court. His lawyer decided to put him on the witness stand in his own behalf. The judge, being doubtful whether the darkey understood the nature of an oath, undertook to examine him on the point.

"George," he said, "you know what will happen to you if you tell a lie."

"Yes, suh," George replied, "I'll go hell and buhn foh ebber."

"You are right," said the magistrate. "And what will happen to you if you tell the truth?"

"Well, suh," responded George, "I guess I'll go up foh stealin' chickens."

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### Why Look?

Mrs. Jenkins, a regular visitor in the doctor's consulting room, started on the long story of her troubles. The doctor endured it patiently, and gave her another bottle. At last she started out, and the doctor was congratulating himself, when she stopped and exclaimed:

"Why, doctor, you didn't look to see if my tongue was coated."

"I know it isn't," wearily replied the medical man. "You don't find grass on a race track."

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### Another Tipping Evil

Blinks—"Does your wife get sore at the way you tip the waitresses?"

Jinks—"Not as sore as she does at the way she tips the scales."—Montreal Star.

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### A Real Lady

There still is a wide difference of opinion on the subject of what constitutes a real lady.

A taxi driver charged with using profane language protested that the complainant, a woman, was no "lady."

"Indeed," said the magistrate. "I wonder if you know a lady when you see one."

"Of course I do," answered the driver indignantly. "Why, only the other day I saw one. She gave me a five-dollar bill for a fifty-cent fare, an' walked away. 'Here, lady, what about your change?' I called after her.

"'Don't be a blinkin' old fool,' says she. 'Keep it an' get drunk enough to kiss your mother-in-law.' Now, that's what I call a lady."


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## Meetings To Be Held

DECEMBER

10-13: American Vocational Association, Z. M. Smith, State House, Indianapolis, Indiana: Milwaukee, Wisconsin.

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

29-31: Classical Association of the Pacific States, W. Bailey, 1426 Warren Avenue, Seattle, Washington: Portland, Oregon.

29-31: Botanical Society of America, A. J. Eames, Cornell University, Ithaca, New York; Cleveland, Ohio.

29-31: Illinois State Teachers' Association, R. C. Moore, Carlinville, Illinois: Springfield, Illinois.

29-31: New York Association Academic Principals, L. H. Strough, High School, Niagara Falls, New York: Syracuse, New York.

29-31: Modern Language Association of America, Carleton Brown, New York University, New York City: Washington, D. C.

29-31: Music Teachers' National Association, D. M. Swarthout, University of Kansas, Lawrence, Kansas: St. Louis, Missouri.

29-31: National Commercial Teachers' Federation, C. M. Yoder, 129 N. Prairie Street, Whitewater, Wisconsin: Des Moines, Iowa.


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29-30: National Education Association, Department of Social Studies, B. L. Pierce, University of Chicago, Chicago, Illinois: Durham, North Carolina.

29-January 2, 1931: National Student Federation of the United States of America, M. H. Biehle, 218 Madison Avenue, New York City: Atlanta, Georgia.

29: Pennsylvania State Education Association, J. H. Kelley, 400 North 3rd Street, Harrisburg, Pennsylvania.

30-31: National Association of Biblical Instructors in American Colleges and Secondary Schools, C. E. Purinton, Adelphi College, Garden City, L. I., New York: New York City, N. Y.

31: American Association of Schools and Departments of Journalism, H. H. Herbert, University of Oklahoma, Norman, Oklahoma: Boston, Mass.

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### Boil It Down

By Joe Lincoln

If you've got a thought that's happy,
Boil it down;
Make it short and crisp and snappy,
Boil it down;
When your brain its coin has minted
Down the page your pen has sprinted—
If you want your product printed
Boil it down.

Take out every useless letter,
Boil it down;
Fewer syllables the better,
Boil it down;
Make it plain, express it
So we'll know, not merely guess it;
Then my friend ere you address it,
Boil it down.

Boil out all the useless trimmings,
Boil it down;
Skim it well, then skim the skimmings,
Boil it down;
When you're sure 'twould be a sin to
Cut another sentence into,
Send it on and we'll begin to
Boil it down.

—Exchange.


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